2019: A YEAR DEDICATED TO RETENTION AND PERSISTENCE

TTaDA provides system administration and support for UND’s academic technologies including: Blackboard, Zoom, YuJa, Voicethread, Qualtrics, and more. In 2019, our team handled 5687 tickets.

Instructional Designers had over 500 consultations with faculty through one-on-one meetings, department workshops, zoom/skype sessions, and phone calls. They also reviewed over 100 courses and syllabus.

Instructional designers spend hours coaching, collaborating, and encouraging faculty to explore new and unfamiliar pedagogical practices. They expose faculty to research-based teaching and learning theories, backward design, Bloom’s taxonomy, authentic assessment, engagement, presence, and creative ways to encourage learners to become self-directed (2019).

Said one faculty member, “Instructional designers spend hours coaching, collaborating, and encouraging faculty to explore new and unfamiliar pedagogical practices. They expose faculty to research-based teaching and learning theories, backward design, Bloom’s taxonomy, authentic assessment, engagement, presence, and creative ways to encourage learners to become self-directed.”

TTaDA sponsored 3 book studies in 2019 with a total of 181 participants.

Spring Inclusive Excellence Book Read (Kinsky–American Memoir, There, There and Heartland–A Memoir of Working Hard and Being Broke in the Richest Country on Earth)

Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone

73 Self-Paced Enroll Anytime courses are currently available. There are an additional 42 courses under development (12 new and 30 being revised).

A 2016 ACE Whitepaper discusses “the body of literature that defines effective research-based teaching practices and demonstrates the strong positive role of high-quality teaching as a key factor in college persistence and graduation.”

In 2019, the Writing Center had 2367 appointments, 826 clients from 99 programs. Research from University of Colorado Boulder found that “freshmen who used the Writing Center’s services in the first term had higher cumulative GPAs, retention rates to the 2nd, 3rd, and 4th fall, and graduation rates after 4, 5 and 6 years.”

In 2019, 27 faculty participated in the Alice T. Clark Mentoring Program. This includes 21 faculty in the first year and 6 faculty in the second year. Research shows that effective faculty mentoring improves faculty satisfaction, retention, productivity research productivity & student learning. David Kal. (2019).

17 classrooms were designed and updated in 2019, including 9 upgrades from analog to digital and 8 redesigned to active learning, flexible seating to promote an interactive learning environment.

Classroom design influences levels of interaction & engagement. Engagement and active learning improves retention. ~ SPEA Student Survey response

In 2019 with a total of 181 faculty, staff and graduate students gathered to attend the Fall Innovative Learning Symposium: Implementing High-Impact Practices Across Modalities.

146 Faculty, Staff and Administrators participated in Disney’s Approach to Employee Engagement

Recorded 5 podcasts for faculty and staff on topics including Employee Engagement, Impact of Gratitude, Conversations that Inspire, Workplace Stress and Work-life Balance.

Offered 172 workshops on academic technologies, diversity and inclusion, high impact practices, writing, universal design for learning, and more.

100 faculty, staff and graduate students gathered to attend the Fall Innovative Learning Symposium: Implementing High-Impact Practices Across Modalities.

1100 enrollments in the Dietary Managers Program.

Online students in the Personal and Professional Development Program

5800 Educators in our Professional Development for Educators program. 5000 educators from North Dakota

- 31 school districts and consortiums offer Cumulative Credit to their educators

- 200 online courses for educators

- 7 educational partners